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| THE SANDERS DRAPER SCHOOL AND SPECIALIST SCIENCE COLLEGE: Art & Design | | | | | | |
| **UNIT No: 2** | **TERM: 2009-10** | **PROJECT TITLE: Life and Death** | **LENGTH: 15hrs** | | **GROUP: Yr 8** | |
| **KNOWLEDGE and UNDERSTANDING (with regard to providing effective learning opportunities for all pupils):**  Skills Area: Clay  Historical & Cultural Studies: Art of SOUTH AMERICA | | | **PRACTICES and PROCESSES (including ICT):** | | | |
| Line  Tone  Colour  Pattern  Texture  Shape  Form  Space | ART  CRAFT  DESIGN  2D  3D  Individual work  Paired work  Group work | | Drawing  Painting  Collage  Textiles  Digital Media/ICT  Sculpture  Printmaking  Ceramics |
| **Lesson** | **Main Activity** | | **Homework** | | | |
| 1 | * Introduction Page: Mexican Day of the Dead – facts and drawings using coloured pencils. | | Family “tree” drawing. | | | |
| 2 | * Introduction: Theme of Life and Death in World Art and religion – symbols used in the Vanitas and the Memento Mori. | | Research of images to create a personal Vanitas. | | | |
| 3 | * Drawing of Skulls and decoration. | | Collage of things to represent aspects of your life. | | | |
| 4 | * Drawing of Skeletons – Getting the proportions correct. How the joints work and the history of anatomy in Art and Science. | | Skeletons doing everyday things. | | | |
| 5 | * Research Page: Tree of Life | | Seasonal changes – quartered page with each one to represent a season. | | | |
| 6 | * Clay – experimentation with modelling techniques. | | Symbols that represent Life and Death. | | | |
| 7 | * Design of Tree of Life Candelabra. | | Design a Tree of Life Candelabra. | | | |
| 8 | * Modelling of Candelabra and decorative pieces. | |  | | | |
| 9 | * Modelling of Candelabra and decorative pieces. | |  | | | |
| 10 | * Modelling of Candelabra and decorative pieces. | |  | | | |
| 11 | * Modelling of Candelabra and decorative pieces. | |  | | | |
| 12 | * Painting – colour-mixing and practice. | |  | | | |
| 13 | * Painting Candelabra. | |  | | | |
| 14 | * Painting Candelabra. | |  | | | |
| 15 | * Evaluation. | |  | | | |